DOCUMENT RESUME

ED 088 163 EA 005 900

AUTHOR	Magnuson, Carl A.
TITLE	Emergency Planning for Oregon Schools.
INSTITUTION	Oregon State Board of Education, Salem.
PUB DATE	Apr 72
NOTE	56p.; Published in cooperation with the Oregon Division of Emergency Services and the Oregon Association of County Civil Defense Directors
AVAILABLE FROM	Oregon State Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (Free)
EDRS PRICE	MF-$0.75 HC-$3.15
DESCRIPTORS	*Administrator Guides; *Civil Defense; Curriculum Development; *Educational Planning; Elementary Schools; *Emergency Programs; Emergency Squad Personnel; Futures (of Society); *Instructional Programs; Safety Education; Secondary Schools
IDENTIFIERS	Emergency Planning; *Oregon; Survival Education

ABSTRACT

Full awareness of individual responsibilities, realization of the seriousness of the problem, and administrative guidance are necessary for a successful school disaster preparedness program. The same kinds of personnel training should not be required in all school systems nor under all conditions. Training would depend, for example, on the geographical location of the school in relation to such possible disasters as floods, seismic sea waves, windstorms, blizzards, and fallout. Nor could any single disaster plan be established for all schools. Therefore, several definite steps are suggested that identify some principal elements to be considered in emergency planning for specific school situations. (Author/WM)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 088168

EMERGENCY PLANNING FOR OREGON SCHOOLS

OREGON BOARD OF EDUCATION
942 Lancaster Drive, NE Salem, Oregon 97310

DALE PARNELL
Superintendent Public Instruction

EA 005 900

ED 088168

EMERGENCY PLANNING FOR OREGON SCHOOLS

Prepared by
Carl A. Magnuson, Coordinator
Emergency Services and Civil Defense Education

Published by

OREGON BOARD OF EDUCATION

Division of Business and
Support Services

In cooperation with

OREGON DIVISION OF EMERGENCY
SERVICES

OREGON ASSOCIATION OF COUNTY
CIVIL DEFENSE DIRECTORS

Salem, Oregon
April, 1972

Free

TOM McCALL
GOVERNOR

OFFICE OF THE GOVERNOR
STATE CAPITOL
SALEM 97310

April 14, 1972

TO: Oregon School Administrators

Survival information needed by all citizens of the State must be developed and taught in the schools if the 1970's are to be a decade of progress. Through education and training the people of Oregon can be prepared for disasters--whether it be a natural or a man-made catastrophe. Survival in the nuclear age depends on individual knowledge and intelligent action. Now is the time to make education relevant to the present. Civil defense or training for emergencies is a major step in man's continuing struggle for survival.

Civil defense was one of my responsibilities as administrative assistant under Governor McKay in 1949, and I have long been an advocate of preparedness. School systems must meet their responsibility in supporting national, state, and local emergency planning. Our schools, as community agents, must provide for the safety of young people entrusted to their care. I heartily endorse this publication "Emergency Planning for Oregon Schools" and urge its use by all school officials.

Sincerely,

Tom McCall

Governor

FOREWORD

Today's education includes an ever-widening range of subject matter. Instruction in disaster preparedness, added to the broadening curriculum of this decade, brings to today's youth a knowledge of the protective measures, understanding, attitudes, and skills demanded to meet both the peacetime and wartime hazards of this era. In the event of any disaster, preparedness is the key to survival.

Fear can be alleviated by facing reality and disasters can be met with equanimity if people are trained to react intelligently to an emergency. How people conduct themselves depends upon how they have been conditioned to act. Habits of conduct are learned. In schools students can be taught how to deal with most emergencies.

The space age has eliminated all barriers which formerly were natural protection for the United States. As man progresses into this nuclear era, he is faced with fears, dangers, and tensions resulting from both natural and man-made disasters. If progress is to continue, man must face the future with knowledge, plans, and action of what to do in hazardous situations. Survival depends upon knowledge. It is the educator's responsibility to teach this information to young people so that survival concepts become an integral part of living.

This guide for school emergency planning and training is offered as another step in our endeavor to provide the kind of quality education needed and deserved by every student in the State.

Dale Parnell
Superintendent
Public Instruction

ACKNOWLEDGEMENTS

A Guide for Preparing Emergency Plans for Schools, Colorado Department of Education, Denver, Colorado, December, 1968.

Disaster Preparedness Guide for School Administrators, Illinois Office of the Superintendent of Public Instruction, Springfield, Illinois 62706, October 31, 1968.

Disaster Plans, Extension Civil Defense Education, Montana State University, Bozeman, Montana, August, 1969.

A Guide for Preparing a School Emergency Disaster Plan, Missouri State Department of Education, Jefferson City, Missouri, 1969.

TABLE OF CONTENTS

	Page
LETTER, TOM McCALL, GOVERNOR, STATE OF OREGON	i
FOREWORD, DALE PARNELL, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION	ii
ACKNOWLEDGEMENTS	iii
SCHOOL PERSONNEL RESPONSIBILITIES IN CASE OF DISASTER	1
Oregon Board of Education	1
Local Board of Education	2
Superintendent of Schools	2
Principal	3
Teachers	3
Nurses	4
Nonteaching Personnel	5
Cafeteria Managers and Cooks	5
Custodians and Maintenance Personnel	5
Bus Transportation Personnel	6
Students	6
Adult Students	7
DEVELOPING A SCHOOL EMERGENCY PLAN	8
Organization	8
Inventory for School Disaster Plan	9
Warning and Communication	9
Disaster Plans	10
Floods	10
Snow or blizzards	11
Earthquakes	13
Windstorms	14
Nuclear disasters	15
Civil disturbances	17
Bomb threats	20
Fires and explosions	22
School-sponsored field trips and outings	23
Instructional Programs in the Public Schools	25
Education and training	25
Safety education	26
Objectives and classroom activities	27
Testing the Plan	37
Approving the Plan by Board of Education	37
Publicizing the Plan	37
Reviewing the Plan	37

TABLE OF CONTENTS
(continued)

	Page
ILLUSTRATIONS	38
Resolution	38
Assignment of School Personnel Chart	39
Inventory of Facilities	40
Check List for Bomb Threat by Phone	42
Questionnaire to Parents	43
Letter to Parents of Children Kept at School	44
Letter to Parents of Children Sent Home	45
Letter to Parents of Children Sent to Neighbors' Homes	46
Parent Permission for School Trips	47
Statement of the Local Board of Education on School Disturbances	48
CHECKLIST OF STEPS TO FOLLOW	49

SCHOOL PERSONNEL RESPONSIBILITIES IN CASE OF DISASTERS

Full awareness of individual responsibilities, realization of the seriousness of the problem, and administrative guidance are necessary for a successful school disaster preparedness program.

There may be a natural tendency to begin with tremendous enthusiasm, then lose interest and allow the program to lag. This may be overcome by giving teachers and students full information on the effects of natural disasters and nuclear weapons. They also should be told about new disaster readiness developments and be given tasks to perform and tests to carry out.

The same kinds of training will not be required in all school systems or under all conditions. Training will depend, for example, on the geographical location of the school in relation to such possible disasters as floods, seismic sea waves, windstorms, blizzards, and fallout.

Oregon Board of Education

The Emergency Services and Civil Defense Education staff at the Oregon Board of Education is responsible for interpreting civil defense needs to the schools. Staff members are in constant touch with the Oregon Division of Emeregency Services. Their duties include:

1. Providing guidelines for a survival plan for local school districts.

2. Encouraging the inclusion of survival preparedness principles in school instruction programs.

3. Advising school administrators of new civil defense developments.

4. Providing consultant services and encouraging inclusion of shelter areas in projected building construction plans.

5. Encouraging and advising local school districts to:

   a. Develop a workable protective program in all schools for emergency action.

   b. Provide for appropriate use of facilities, equipment, and supplies.

   c. Develop an emergency plan agreement with the appropriate local community or county agency.

d. Incorporate units of instruction in personal and family survival into the school curriculum.

Local Board of Education

The board of education should:

1. Issue a clear policy statement regarding school-community coordination in civil defense matters.

2. Obtain competent legal advice concerning the status of school personnel and property in time of emergency and during drills.

3. Participate in planning or reviewing school disaster plans.

4. Consult the Oregon Board of Education specialist on schoolhouse planning for construction specifications in light of civil defense needs.

5. Pass a resolution concerning civil defense responsibility during a natural disaster or a nuclear attack. (Refer to sample resolution on page 38.)

Superintendent of Schools

The superintendent of schools should:

1. Make recommendations to and secure needed policy statements from the board of education.

2. Initiate the disaster preparedness program in the school system and insure coordination among the programs of the several schools.

3. Designate a staff member to act as coordinator of disaster plans. ("District Civil Defense Coordinator" or similar title; refer to assignment chart on page 39.)

4. Organize needed curriculum planning and schedule in-service training for teachers and other staff personnel.

5. Supervise the development of the district disaster plan which, when completed, should be on file in the administration office. It should include as a supplement floor maps or plans and procedures for meeting emergencies for each school in the district.

6. Coordinate school disaster plans with the local civil defense plans.

7. Review progress and stimulate needed activity.

Principal

The principal of the school, in conjunction with his disaster coordinator, should:

1. Become informed concerning his responsibilities for organizing and implementing the preparedness program in his school.

2. Coordinate the plans for his school with those for other schools in the community.

3. Review the plans for his building, including shelter capability, with the disaster coordinator for the school system and the community civil defense director.

4. Delegate disaster readiness responsibilities to staff personnel with regard for their competencies and normal service functions.

5. Supervise the use of disaster readiness materials and concepts in classroom instruction.

6. Provide leadership for teachers by securing needed in-service training.

7. Request needed disaster readiness supplies and equipment.

8. Keep the superintendent informed regarding disaster readiness plans in his school.

9. Inform parents concerning the preparedness program of the school.

10. Provide leadership in testing the school's disaster preparedness plans and in evaluating their adequacy and making needed revisions.

11. Provide an emergency communication system.

Teachers

The teacher should:

1. Participate in making school disaster plans.

2. Become informed about new developments related to emergencies and disasters resulting from natural or man-made causes.

3. Participate in faculty studies leading to adaptations or revisions of the curriculum and instructional programs to best meet the need for disaster preparedness.

4. Provide instruction and practice in disaster preparedness and survival techniques.

5. Integrate recent, pertinent disaster readiness data into regular classroom instruction.

6. Include safety practices and emergency procedures as part of daily learning activities.

7. Help students to develop confidence in their ability to take care of themselves and to be of help to others.

8. Be prepared to provide leadership and activities for students during a period of enforced confinement.

9. Be familiar with the psychological basis for working with students under the stress of emergency situations.

10. Be familiar with at least minimum first aid procedures.

11. Maintain good housekeeping practices to reduce hazards.

12. Help students to understand and interpret the disaster preparedness plan to parents.

Nurses

Nurses should know effects of radiation on the human body. While all personnel are expected to be trained in first aid, the school nurse will have additional knowledge because of her special experience and training. In schools where a nurse is not on duty at all times, competent persons can be trained to take charge in emergencies.

The school nurse should:

1. Render first aid, treat casualties, and prepare patients for transportation to hospitals.

2. Supervise and train first aid teams, stretcher bearers, and home nurses.

3. Advise students and teachers on emergency health and sanitation measures.

4. Coordinate school health service plans with those of the community.

5. Provide for care of physically handicapped.

6. Plan for the use of school facilities as centers for mass care, housing, hospitalization, or rehabilitation.

Nonteaching Personnel

Supervisors, guidance workers, librarians, school aides, office personnel, and others can be assigned to perform specific tasks in case of emergency.

Cafeteria Managers and Cooks

Cafeteria managers and cooks should maintain an adequate supply of food and water for emergency use and be prepared to provide feeding services under emergency conditions. If the school does not have a cook, others should be assigned this responsibility.

Custodians and Maintenance Personnel

Custodians and maintenance personnel should:

1. Inspect facilities for structural safety and report defects.

2. Chart shutoff valves and switches for gas, oil, water, and electricity. Post charts so that other personnel may use them in an emergency.

3. Provide for cutoff and drainage of hot water and steam lines in shelter areas during emergencies, if necessary.

4. Provide for emergency operation of ventilating systems.

5. Post location of all protective equipment.

6. Teach school personnel to use fire extinguishers.

7. Inspect building following disaster and report damage to principal or coordinator.

8. Make emergency repairs to building services.

9. Maintain inventory of tools and equipment.

Bus Transportation Personnel

Bus drivers should:

1. Render first aid when necessary.

2. Know various routes by which students could reach home, shelter, or evacuation assembly points in case of disaster.

3. Know emergency precautions that need to be taken during school hours or while students are en route to school or home.

4. Keep vehicles serviced and ready to transport evacuees at a moment's notice.

5. Understand the basic requirements for survival in rural areas and be prepared to care for students for a period of at least 24 hours following evacuation.

Students

Integration of civil defense education into the elementary school curriculum will help prepare pupils to accept responsibility for civil defense when they reach high school age.

Elementary pupils can take part in shelter and evacuation drills and learn to protect themselves under emergency conditions. They should develop confidence in the effectiveness of school disaster readiness and in their own ability to take care of themselves.

High school students can take an active part in school disaster preparedness programs. Teenage boys and girls adapt well to emergency conditions and fit readily into a variety of jobs. Many emergency tasks can be performed by properly-trained students.

High school students can:

1. Help care for and entertain younger children.

2. Assist the physically and mentally handicapped.

3. Act as messengers.

4. Serve as fire wardens, room wardens, first-aiders, stretcher bearers, home nurses, loading zone monitors, and reception area guides.

5. Perform clerical duties.

6. Operate an amateur radio or school telephone switchboard.

7. Assist in serving meals or on a cleanup detail following mass feeding operations.

8. Serve as parking lot attendants at reception areas.

Adult Students

Assign emergency functions according to abilities and needs. The use of school facilities for adult education programs is increasing. Adult students, because of their maturity, can be called upon to perform functions requiring more responsible actions.

The adult students using the school facilities should be acquainted with the disaster plan of the school and the district.

DEVELOPING A SCHOOL EMERGENCY PLAN

One of the implements of leadership is a well-prepared plan. Such a plan will give organization and guidance to the personnel who may be called to act in the event of a disaster or emergency. Such action then will be prompt and positive, and each person will understand his part of the action.

Because each school is unique in both its internal characteristics and its community setting, no single plan can be established for all schools. The following suggestions identify some principal elements that should be considered in emergency planning for specific school situations. The school emergency plan can be developed by following several definite steps.

Organization

1. A resolution by the board of education should be obtained by the school superintendent giving the needed authority and support to develop a school disaster readiness program.

2. The superintendent should appoint a school disaster coordinator and assign responsibilities for developing the school disaster plan.

3. The school disaster coordinator should secure the counsel and assistance of the local or county civil defense director in developing the emergency plans for the school district to insure coordination between school and community disaster planning. Legal authority for civil defense rests in the hands of local government. The school disaster coordinator will find it helpful to involve city as well as school organizations and personnel in the development of a well-organized school disaster plan.

4. The "Assignments of School Personnel" chart should be developed. (See outline on page 39.)

    a. Assignments should be definite, concise, clearly understood, and as detailed as required.

    b. Several persons should be assigned to each duty with order of succession designated to assure that in a crisis all positions will be filled.

    c. Authorization should be provided to carry out assignments without further instruction if communications are broken.

d. Those given assignments should be competent, possess required skills, and be emotionally prepared to carry out the assignment.

5. Each member of the staff should be provided with sufficient training to enable him to fulfill his responsibilities. (In-service training)

Inventory for School Disaster Plan

Basic to planning an adequate protection program is the awareness of the types of danger likely to be met. A survey of the school locality can be conducted to assess these dangers and to relate the survey findings to the total community. Major aspects of the survey should include:

1. Man-made hazards in the vicinity of the schools, such as oil and gas storage tanks or high voltage lines, and how these would be affected by various assumed hazards.

2. Natural disasters likely to occur in the area (floods, winter storms, windstorms, earthquakes, blizzards, etc.)

3. An evaluation of human resources and training.

4. A description of the physical plant, the best protected areas, school population, means of travel, etc. (See "Inventory for School Disaster Plan" on page 40.)

5. Existing fallout shelters in schools and nearby buildings. (Contact local or county civil defense director for this information.)

Warning and Communication

Within the school district and each individual school, authorities must know the exact means by which warning is to be transmitted. This warning may be received by telephone or by the local siren system or by other means. Immediately upon receiving the transmitted warning, each school should put into operation its own prearranged plan.

1. The school district disaster coordinator should consult the county civil defense director to determine the method by which an attack warning is given in his city. In the State of Oregon the responsibility for communicating an attack warning varies in each county. In some cases it may rest with the sheriff or the county court or mayors of certain cities.

2. The school administrator must receive all warning messages and the district plan for national attack warnings must be developed to coordinate with the local civil defense warning signal systems.

3. The plan to receive warning messages should be the same for all schools in the city.

4. Schools should consider obtaining emergency communication equipment. Telephone lines are crowded during emergency conditions and should be relied on only as a secondary source.

5. A carefully worked out system must be developed for alerting occupants of each school.

   a. A signal separate from the fire alarm is recommended. If the fire alarm is used, make certain everyone understands the various signals for different emergencies.

   b. Communication between nonconnected buildings is recommended. (An intercom system is good.)

   c. An auxiliary system for messages would be advisable if power failure should occur and for communication within sheltered area.

   d. All schools should be equipped with a transistor radio to be used after the warning. The Emergency Broadcast System (EBS) is a medium through which the school will receive emergency information in the event of a nuclear attack upon the United States.

Disaster Plans

1. Floods

   Periodic floods have occurred in Oregon due to its mountain snows and extensive river systems, although the erection of flood control dams on some of the larger rivers has diminished this possibility to a large extent. Main river basins and lowlands are subject to floods. Except for flash floods, floods usually can be forecast sufficiently in advance to allow for emergency action to take place before flood waters reach an area.

   In those areas subject to serious floodings, school disaster plans should include a section on floods so that all pupils in the school will be familiar with the warnings and local evacuation plans.

a. When a general area is affected, notice will be given over the state warning system. Local government is responsible for warning in case of a flash flood. During periods of possible flooding, a radio watch should be kept.

b. This is one of the few disaster conditions in which evacuation is highly recommended. Prepare to leave immediately if advised to evacuate.

c. Plan evacuation routes so as not to subject school buses to flooding conditions.

d. Plan with parents of children who may not get home to assure parents that pupils are in a safe place. (Refer to sample letters on pages 44 and 46.)

Of concern in certain areas are seismic sea waves or tsunamis. While all undersea earthquakes do not cause tsunamis, they may be an earthquake's deadly companions and a quake's worst killer, therefore, a danger on Oregon's coastline. The Alaskan earthquake generated a tsunami which drowned several people at Beverly Beach in Oregon.

If there is a tsunami warning, low-lying coastline sections should be evacuated. The National Tsunami Warning Center does not issue false alarms. When a warning is issued, a tsunami exists. A small tsunami at one beach can be a giant a few miles away. A tsunami is a series of waves and the first wave may not be the largest.

2. Snow or blizzards

A blizzard carries the combined effects and hazards of extremely cold weather, strong winds, and blinding snow. The major dangers of blizzards are intense cold and the breakdown of transportation due to poor visibility, drifting snow, and icy roads. Eastern Oregon and the Columbia Gorge are subject to periodic blizzards and schools in that section should include instructions for pupils and staff in case of blizzards.

a. Keep posted on weather conditions.

b. Understand terms commonly used in weather forecasting.

(1) Blizzard warning means considerable snow, winds or 35 miles an hour or more and a temperature of 20 degrees or lower. Blizzard warnings might be issued with temperatures of 25-30 degrees if wind speeds were 50-60 mph or more.

(2) "Severe" blizzard warning means heavy snowfall, 45-mile-an-hour winds, and a temperature of 10 degrees or lower.

(3) Freezing rain or freezing drizzle is rain or drizzle occurring when surface temperatures are below freezing. The moisture falls in liquid form but freezes upon impact, resulting in a coating of ice or glaze on all exposed objects. The occurrence of freezing rain or drizzle is often called an "ice storm" or "silver thaw" when a substantial glaze layer accumulates. "Heavy," used as a descriptive term, means damage is expected from falling trees, wires, etc.

The Weather Bureau uses the terms "ice storm," "freezing rain," or "freezing drizzle" to warn the public when a coating of ice is expected.

(4) Heavy snow warning means four inches or more expected in 12 hours, or six inches or more expected in 24 hours.

(5) Wind-chill factor should be understood. Strong winds, accompanied by low temperature, cause rapid cooling of exposed surfaces of the body. A strong wind, combined with a temperature slightly below freezing can have the same effect as a temperature nearly 50 degrees lower. A wind can make any temperature more chilling because of the wind-chill factor.

Anyone who is outdoors during low temperature and strong winds will find that he becomes exhausted easily and is more subject to frostbite or even death.

WIND CHILL FACTOR COMPARISONS

Temperature	Wind Velocity			
	Calm	15 m.p.h.	30 m.p.h.	40 m.p.h.*
30	30	11	-2	-4
20	20	-6	-18	-22
10	10	-18	-33	-36
0	0	-33	-49	-54
-10	-10	-45	-63	-69
-20	-20	-60	-78	-87
-30	-30	-70	-94	-101
-40	-40	-85	-109	-116

*Wind speeds greater than 40 mph have little additional effect.

c. If school is dismissed during potential blizzard conditions, transportation may require planning. The school buses should be equipped with radio, blankets, and food. Several buckets can serve as emergency toilet facilities. The first aid kit on the bus should be checked periodically to see that contents are ready for use. A long rope or bale of binder twine should be part of the bus equipment. Binder twine may be used to set up a route to a nearby shelter to help passengers follow each other and not become lost. A rope also could be used to tie a canvas or blanket over a broken window or meet other emergency conditions.

3. Earthquakes

Geologists state that Oregon is a great deal more earthquake-prone than is generally realized and that it is only a matter of time before a severe earthquake may occur. Of the great number of earthquakes

each year, only a small percentage are strong enough to cause serious damage. Two-thirds of the earthquakes in the United States occur on the Pacific Coast. The effects of a major earthquake can be so dire that any adequate emergency plan must consider them.

a. Staff members should take charge immediately and give instructions in firm, calm voices to reassure the nervous, thus helping to prevent the possibility of hysteria or panic.

b. During the quake, under no circumstances should persons rush through or outside of the building, exposing themselves to falling debris, live wires, etc. Experience has shown that the greatest point of danger is just outside of entrances and close to the side of buildings.

c. If indoors, take cover under desks, tables, or other heavy furniture, in interior doorways or narrow halls, or against weight-bearing inside walls. Stay away from windows, light fixtures, and suspended objects. After the quake is over, evacuate the building and move personnel to a safe outdoor area until the building has been inspected and declared safe by competent personnel.

d. If outdoors, move away from buildings. Avoid utility poles and overhead wires. Do not enter any building that may have sustained damage until competent personnel have examined the building and declared it safe.

e. Before re-entering a building, one should inspect its:

   (1) Structural soundness.

   (2) Electrical wiring.

   (3) Oil, gas, and other fuel systems.

   (4) Water distribution.

   (5) Boiler and heating systems.

4. Windstorms

Windstorms have occurred in Oregon during the past few years with loss of life and extensive property damage. Usually these storms happen with sufficient warning so that precautions can be taken.

a. Two terms are commonly given in wind forecasting.

(1) Wind warnings indicates expected winds of about 39 mph or more for an extended period when no other type of warning is warranted.

(2) Gale winds indicates winds of 39-73 mph.

b. When weather conditions indicate the possibility of a severe windstorm, the school should immediately assign watchers to the communications gear to receive messages which will be broadcast over radio and television stations from the state warning system.

c. At the first indication that the winds may worsen to hurricane level, the students should be sent home if, in the judgment of the superintendent, there is sufficient time.

d. If it has been decided that the students should remain in school until the threatening period is over, they should be kept away from windows and, if possible, away from the windward force of the storm.

e. Interior hallways and lower floors, preferable basements, are generally the safest areas in a severe windstorm. Gymnasiums and auditoriums, in most cases, are considered to be the least safe.

5. Nuclear disasters

In the development of fallout shelters, schools increasingly are being recognized to be the logical place to give protection to our most precious national resource. Schools are strategically located according to population and in many communities, offer the best physical plant for providing the essentials for a continued stay necessary for protection from radioactive fallout.

a. The school disaster coordinator can receive a great deal of information for development of the nuclear disaster section of the school plan from the county civil defense director and others involved in civil defense activities. It is essential that the plans for warning, shelter, and evacuation be coordinated with community shelter and county civil defense disaster plans.

b. Train personnel.

(1) All school personnel should take the course in Personal and Family Survival to understand concepts of civil defense.

(2) Personnel with shelter responsibilities should have the course in Shelter Management if the school has a shelter. The course in Radiological Monitoring should be given to some staff members.

(3) Education concerning civil defense should take place at every level, from kindergarten through grade 12. (See pages 27-36.)

(4) Students should receive the basic course in civil defense, Personal and Family Survival.

(5) Training for the school district coordinator should include courses in Personal and Family Survival, Radiological Monitoring, and Shelter Management, as well as attendance at business, industry, and government seminars on disaster readiness.

c. Assign responsibilities according to individual interest, capability, and training.

d. Have building surveyed. (Contact local civil defense director.)

(1) If the building meets the government standard of a protection factor of 40 or more and has room for 50 or more people, the school administrators should:

(a) See that shelters are marked and stocked.

(b) Assign the shelter manager, radiological monitor, medical personnel, and others.

(c) Hold drills.

(d) Consider additional supplies.

(e) Consider emergency power.

(f) Consider extra water supply.

(g) Post a shelter decal depicting shelter areas, warning signals, and movement routes.

(2) If the building does not meet government specifications, the school administrators should:

(a) Consider renovating to meet government standards.

(b) Plan on evacuating students to homes or to community shelters.

(c) Develop means to inform parents of these plans.

(d) Make certain all students have an emergency home to go to.

(e) See that all students within a certain distance walk home.

(f) Inform parents that due to traffic conditions they would not be able to pick children up.

(g) Develop transportation plans which include alternate drivers, routes, and stops.

(h) Develop a communications system so that the local or county civil defense director can be contacted during emergencies.

(i) Consider how and develop plans to create the best possible fallout shelter capacity with what resources are available.

6. Civil disturbances

The problem of civil disturbances should be approached with the idea of prevention as well as control. In this potentially violent area, the crisis may be avoided by early recognition of the problem and concerted action towards it prevention.

a. Prevention of civil disturbances involves many facets of school life.

(1) To prevent civil disturbances, the school administrators should be in tune with the morale of the student body.

(a) Establish an "open door" policy through the creation of an atmosphere in which students will feel free to come to the administrator to discuss any problems they may have with the assurance that they will be heard.

(b) Keep a close working relationship with the student council.

(c) Establish a committee comprised of students and adults that includes representatives of every known faction--racial or social--in the school and hold regular meetings of this committee.

(d) Keep a close association with and be aware of the morale in activities of school organizations and athletic groups.

(2) If school administrators are aware of community situations and problems which might set the stage for civil disturbances within the school, they can help prevent their occurrence.

(3) School administrators can help prevent civil disturbances by working closely with the P.T.A. and other parent organizations to determine problems and to obtain assistance in their solution.

(4) Maintain pre-addressed mail stickers so that parents can be kept informed and, if it becomes necessary, their understanding and help may be obtained.

(5) Involve pupils in student assistant programs so that they learn to help one another and tutor younger students.

(6) Administrators should strive to have all staff members personalize instruction; staff members should know the first and last names of all students possible.

(7) If needed, increase the number of vocational courses, stressing the work-study program.

(8) Reduce crowded conditions.

(9) Help students develop pride in their school.

(10) Develop the concept in students and parents that school is conducted for those who want an education.

(11) Obtain policy statement on school disturbances from Board of Education. (Refer to sample statement of Board of Education on school disturbances, page 48.)

(12) Through parent-teacher groups, strive to develop in students and parents a better understanding, both at home and at school, of simple respect for one another as human beings.

b. To control civil disturbances, a plan of action should be developed.

(1) Prepare a plan in cooperation with the local police, sheriff, or highway patrol.

(2) Provide criteria for assessment of each situation to determine whether law enforcement authorities are needed.

(3) Have a plan for summoning police or using security personnel.

(a) Establish who shall have authority to summon and brief police.

(b) Assign one person the responsibility for issuing public statements.

(4) Establish procedures for using faculty and students.

(a) Assign other professional personnel, athletic team members, etc., to guard fire alarms in periods of high tension.

(b) Assign free-period classroom teachers and other professional personnel to certain stations for control of tension areas.

(c) Select student "runners" for teachers or others in authority.

(5) Include the custodian or engineer and his staff in plans for handling a civil disturbance.

(6) Provide for a signal on the program bell which would call staff members to preassigned stations, and notify teachers and custodians to lock classroom doors and doors to all other rooms except where disturbance is occurring.

(7) Establish conditions under which the building should be evacuated and procedures for orderly evacuation.

(8) Provide communication equipment such as two-way radios, bull horn, and private phone. The expense of such equipment may be very small compared to potential damage.

(9) A log should be maintained of the date, time and nature of incidents, names of persons involved, and description of the action taken. Assign a staff member the task of photographing demonstrators for later identification.

(10) Advise demonstrators that their activity is unauthorized. They should be told by the authority, by virtue of his position and authority, to desist and disperse immediately. (Self-identification and source of authority may be required in case of later presecutions.)

(11) Administrators should be calm, courteous, and advise students of a time and place where discussions may occur regarding grievances. In no case should one adult meet alone with a group of students.

7. Bomb threats

Threats of bombs being concealed in schools may occur. The incidence can be expected to increase during periods of international tensions and civil disobedience.

a. When a bomb threat call is received, the recipient of the call should attempt to delay the caller by asking him to repeat the message. Try to determine from the conversation as many

facts as possible, such as age, sex, mental state, and any other clues which might help in identification. (Refer to Bomb Threat by Phone Checklist, page 42.) School district personnel should never take chances with the lives of the children in case of any possibility of this type of disaster, but should keep in mind that the district is responsible for the safety of all children while they are under its jurisdiction.

(1) Office personnel or staff members answering a bomb threat call should inform an administrator about the call immediately.

(2) No one other than an administrator or his representative should be informed of the call until the school disaster coordinator or principal has completed the preliminary investigation.

(3) The business office of the telephone company should be called so that equipment to trace subsequent calls can be set up. Experience has shown that the threat is often repeated.

(4) When the equipment for tracing calls has been set up, personnel should immediately notify the telephone company on another line. The staff should be informed that the telephone should not be hung up while a bomb threat call is being traced.

b. A procedure for evacuating school buildings under emergency conditions should be developed for each school.

c. Announcement of evacuation should be accomplished by a predetermined signal. It is recommended that the signal be the same as that used to evacuate the building for fire.

d. Principals and the disaster coordinator should develop procedures for building inspection in an effective and thorough manner, through the cooperative efforts of all agencies delegated and responsible to provide security. Under some circumstances, threats might warrant the inspection and searching of the exterior of the building.

e. Principals should develop an "intraschool" procedure to be followed when a bomb threat message is received. This should include details for organization of search teams, floor maps and plans for searching, keys for opening lockers, rooms, and closets, provisions for venting the building by opening windows and doors to reduce the effects of possible blasts, door security, and reporting methods.

f. The principal will determine, from the results of his investigation, whether or not the building is to be evacuated. If the building is to be evacuated, the fire and police departments should be notified immediately. If necessary, emergency transportation plans should be activated.

g. All evacuated buildings will be under the jurisdiction of the fire and police departments until they declare the building safe.

h. Principals will remain responsible for all staff members and students.

i. In the event the fire or police departments receive the call first, they will immediately notify the principal who will initiate his bomb threat procedures. The principal will notify the fire and police departments of the results of his investigation.

j. If a destructive device is located, the area should be secured. The device, under no circumstances, should be touched, moved, or disturbed except by qualified personnel.

8. Fires and explosions

Fires and explosions are among the most frequent causes of disaster. There is no immunity to fires, and schools are no exception. Oregon school law requires each school to establish a fire or emergency evacuation plan and to hold regular drills to make this plan effective. This should be incorporated into the school disaster plan.

a. The signal to evacuate the building should be one that cannot be confused with other signals. It should be one that will definitely alert teachers and students to leave the building.

b. A plan should be formulated to empty the building in the shortest possible time.

c. Alternate exits should be designated if usual exits are blocked.

d. Spell out rules and regulations for evacuating the building.

e. Instructions to students should be clear regarding coats, books, and other belongings.

f. Certain school personnel should be designated to check all rooms, including restrooms, so that no one remains in the building.

g. Each teacher should be responsible for the closing of doors and windows in his room to prevent fire drafts.

h. Building exit guards should be designated and stationed to prevent unauthorized return of students to classrooms.

i. Cooperate with local fire department in developing the plan and in conducting drills.

j. Designate an assembly area so each teacher may account for his students.

k. Designate certain personnel to shut off the utilities.

l. Use only metal or non-flammable garbage and trash containers. (This precaution, together with removal of trash as often as possible, can be most important in controlling fire and confusion during times of civil disturbances.)

m. Oregon law (ORS 336.072) specifies that "fire drills or rapid dismissals shall be held at least once each school month when the schools are in session and at least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire dangers and drills." It further states, "All exit doors shall be maintained so that they can be opened from the inside without a key during school hours."

9. School-sponsored field trips and outings

Many schools have had accidents or serious problems relating to school-sponsored trips, field trips, and outings. They occur with alarming frequency and, at times, end in tragedy. Each school board should have a written and well-established position

regarding such outings for the control and protection of the students. In the event of court action charging negligence on the part of the district, this policy when established and followed may be used in the defense of the district and its personnel. It should be recognized that accidents and problems do occur and that necessary steps through board policy and administrative procedures must be taken for wise handling and supervision of students. The following actions will serve as a guide to district administrators:

a. Local boards should have clearly written policies or administrative regulations covering student trips and outings.

b. Boards should make certain that the district's insurance coverage is complete in this area of liability through the district insurance agent of record.

c. Each school should have on file a form signed by the parent of each student granting permission for school trips for the current year. (Refer to attached sample on page 47.)

d. Students should be well briefed on rules and regulations covering the school trip or outing. This should be done particularly thoroughly if the trip is to an unusually hazardous area such as the coast. On beach trips, students should be impressed with the tremendous power of the sea, dangers of floating or seemingly stable logs on the beach, the likelihood of unusually high waves, and their inherent dangers.

e. An itinerary of each trip and a list of participating students should be filed with the school administration and a statement listing all reasonable measures for adequate and sustained supervision provided the group both during the time of transportation and at the destination.

f. The itinerary of an extended trip should be sent to the students' homes stating basic traveling rules, precautions, and approximate time of return.

g. Some practical precautions, although elementary, which may be used are frequent roll calls and the "buddy system."

h. Field trips or outings which extend beyond the school limits should not be taken until approved by the administration.

i. Each teacher should report promptly to the principal any serious accident or illness affecting students in his charge, or any incidents which occur which might affect the district or its personnel.

j. Well-maintained accident and safety records should be kept by each school. Such a record may serve as a protective instrument in case of litigation.

Instructional Program in the Public Schools

1. Education and training

It is suggested that rather than develop a special civil defense and survival education course, it would be best to incorporate the basic information and concepts of civil defense education into an established high school course. Preparedness concepts also should be introduced at lower levels of school to broaden and strengthen the concepts of survival.

It would be advisable for all faculty members to complete the course, Personal and Family Survival, when it is offered in the community or as an in-service course set up for staff members and other employees.

a. General concepts of disaster readiness can be introduced and developed in all grade levels from kindergarten through high school. At the primary and intermediate grade levels the concepts of protection may be broadened through study of community workers and their role in community protection. Fear can be displaced with knowledge of what a disaster really means, and what to do to protect oneself. Learning to obey rules helps.

Within such a framework teachers can begin to discuss in realistic terms the dangers of natural and man-made disaster. A creative teacher will be able to incorporate such instruction into subjects which lend themselves to this type of study. These include sciences, hygiene, safety, and social studies.

b. The junior high school is an appropriate level for teaching survival concepts. Students at this age are able, and often eager, to relate to the world about them and appreciate dangers which might confront them.

Basic subject areas particularly appropriate for teaching preparedness concepts are social studies, health, physical education, and science.

c. Students in their final two years of high school are at a leadership development stage. It is at this stage in their educational development that young adults begin to be vitally concerned with the world. Their ambitions can be related to man's desire to survive and progress in an atomic age. Survival concepts are developed in the basic civil defense course, Personal and Family Survival, which should be given to every high school student. High school students should have:

(1) An understanding of world issues in survival education.

(2) An understanding of the dangers of wartime and natural disasters.

(3) An understanding of the protective measures which have been developed to combat effects of disasters.

(4) Skills necessary for survival in emergency circumstances.

2. Safety education

It is recognized that the responsibility for teaching safety to children and youths should be vested in the home as well as the schools. School districts are encouraged to develop comprehensive safety education programs. Educational administrators are legally and morally responsible for the safety of all school personnel and property. This responsibility cannot be taken lightly. Oregon school districts, board members, and employees are liable for negligent acts or conditions.

It is not the intention of this book to deal with the many areas of school safety; however, in developing or expanding a school safety program, much information is available in many safety fields through the Oregon Board of Education.

OBJECTIVES AND CLASSROOM ACTIVITIES

Objective	Grade Level	Classroom Activities
1. An understanding of the skills necessary for living in emergency situations.	K-2	a. Teach children to know their names, addresses, parents' name, and why they must identify themselves in times of emergency. b. Teach children the necessity of following instructions during an emergency. c. Discuss the procedures developed by the school for fire, natural disasters, and man-made disasters. d. Acquaint pupils with school emergency signals. e. Teach students games and other recreational activities which can be enjoyed in small areas with little confusion. f. Use Safety Patrol as an example of responsible authority which exists for the good of all.
	3-6	a. Acquaint students with school and community emergency signals. b. Give students an understanding of different types of fires and how they are extinguished. c. Introduce students to radiation from heat; common sources of thermal radiation. d. Help students develop the necessary skills to live without modern conveniences. e. Introduce students to the rules of first aid.

OBJECTIVES AND CLASSROOM ACTIVITIES
(continued)

Objective	Grade Level	Classroom Activities
	7-9	a. Discuss the Civil Defense Disaster Readiness Plan for the community.
		b. Discuss disaster readiness in the home.
		c. Introduce students to other sources of radiation.
	10-12	a. Train students for leadership in recreational activities with small children.
		b. Analyze the steps a family can take to prepare for disaster.
		c. Develop menus which could be used during disasters. Bring nutrition and health into the study.
		d. Discuss the psychology of panic and how it affects people during a disaster.
2. A better understanding of the hazards people face in times of natural and man-made disasters.	K-2	a. Help students understand the meaning of disasters.
	3-6	a. Analyze disasters which have been faced by the students and their community or neighboring communities.
		b. Acquaint students with the origin of disasters and their effects on people and other resources.
		c. Introduce students to man-made and natural disasters.

OBJECTIVES AND CLASSROOM ACTIVITIES
(continued)

Objective	Grade Level	Classroom Activities
	7-9	a. Make a survey of the community, locating resources available for potential hazards.
		b. Make a large map of the community, indicating the essential centers in community life.
		c. Study the growth of local industries and the dangers they face in disasters.
		d. Acquaint students with the principles of atomic energy and the effects of nuclear weapons.
		e. Prepare maps of the state, indicating probable target areas and their resources.
		f. Explore the development of aircraft, missiles, and atomic-powered vehicles during the past years.
		g. Analyze the effects of the loss of power or water to the community.
		h. Construct graphs of thermonuclear explosion damage zones.
		i. Study the effects of radioactive material on the human body.
	10-12	a. Develop projects dealing with fires, floods, hurricanes, winter storms, tornadoes, explosions, and epidemics.

OBJECTIVES AND CLASSROOM ACTIVITIES
(continued)

Objective	Grade Level	Classroom Activities
	10-12	b. Study the needs of the human body and how they can be satisfied during a disaster.
		c. Make a study of the resources of our country and how they can be depleted by the actions of man.
		d. Study nuclear energy showing its peacetime and wartime uses.
		e. Secure radiological monitoring instruments and demonstrate their use in recording radiation.
		f. Study the effects on the community when its resources are cut off.
		g. Study the weather and climatic conditions facing the western part of the United States.
		h. Study the causes of natural disasters and their effects on our resources.
		i. Indicate the reasons why the larger cities in the state are considered critical target areas.
		j. Report on past experiments and tests associated with atom and hydrogen bombs.

OBJECTIVES AND CLASSROOM ACTIVITIES
(continued)

Objective	Grade Level	Classroom Activities
3. A better understanding of the protective measures which have been developed for dealing with disasters.	K-2	a. Acquaint students with civil defense signals as well as other emergency warnings. b. Introduce students to policemen, firemen, Red Cross workers, and other civil defense workers. c. Make frequent use of fire drills with pupil participation in leadership. d. Learn what to do to protect eyes, ears, face from blasts.
	3-6	a. Study the functions of government during a disaster, e.g., civil defense emergency functions of police, firemen, health officers, etc. b. Acquaint students with protective equipment developed for emergency purposes--fire extinguishers, first aid kits, rescue equipment, devices for detecting radiation. c. Teach children to appreciate the advantages of shelter and evacuation during emergencies. d. Make a study of the disaster agencies of the community. e. Acquaint students with the disaster plans of the school. f. Learn precautions that can reduce fires due to nuclear detonations. g. Discuss contents of and make a survival kit.

OBJECTIVES AND CLASSROOM ACTIVITIES
(continued)

Objective	Grade Level	Classroom Activities
	7-9	a. Acquaint students with emergency equipment used by civil defense organizations. b. Acquaint students with the disaster plans of the school and community. c. Obtain from the county civil defense director or prepare maps showing schools, hospitals, community shelters, municipal buildings, emergency stations, water resources, and roads. d. Know what tests to apply before using water or food after a disaster affecting drinking water and food.
	10-12	a. Investigate the radar systems being developed in North America. b. Analyze plans of the Division of Emergency Services. c. Analyze the protection plans of the school and develop an information procedure for other students. d. Analyze the civil defense plans developed for the community and discuss the problems being faced. e. Study the functions of local, state, and federal governments in civil defense disaster planning. Study and discuss the State Civil Defense Act of 1949-ORS 401, as well as any local laws as required in ORS 401.080.

OBJECTIVES AND CLASSROOM ACTIVITIES
(continued)

Objective	Grade Level	Classroom Activities
	10-12	f. Prepare a community booklet to give families a resource for emergency preparation and action.
4. A more complete recognition of the individual's relationship to defense against disaster.	K-2	a. Help children to understand how their parents and neighbors bear major civil defense responsibilities. b. Discover and understand responsibilities which can be assumed by children of this age. c. Talk about relatives and friends who are in the service, going into the service, have been in the service, and also emergency personnel such as policemen, firemen, ambulance personnel, etc.
	3-6	a. Have children check the fire hazards in their communities. b. Discuss the responsibility of young children in a disaster. c. Study the defense activities of the pioneer and how we face similar problems today. d. Use children as leaders in fire drills.
	7-9	a. Make a study of the individual responsibility within the family in preparation for disaster. b. Discuss reasons for rationing of food, clothing, and petroleum products under emergency conditions.

OBJECTIVES AND CLASSROOM ACTIVITIES
(continued)

Objective	Grade Level	Classroom Activities
	10-12	a. Discuss the feelings of people toward civil defense, i.e., emergency functions of the government.
		b. Explore the responsibilities which can be shouldered by youth during an emergency.
		c. Study the action of people during a disaster.
		d. Develop a model family plan for emergency.
		e. Study the effects of major natural, as well as wartime, disasters on other peoples of the world.
		f. Practice various activities of the school survival plan to attain skill and confidence in execution.
5. An understanding of world issues and technological developments as they influence disaster defense planning.	K-2	a. Help youngsters to understand the effect new inventions have had on our way of life (cars kill people, planes bring us closer together, etc.).
		b. Study the interdependence of people and other nations as close neighbors.
		c. Help children understand need for alert thinking and acting.
	3-6	a. Discuss examples of friendliness and the need for this quality in associations with other people and nations.

OBJECTIVES AND CLASSROOM ACTIVITIES
(continued)

Objective	Grade Level	Classroom Activities
	7-9	a. Study the air routes to Europe, Asia, and Latin America.
		b. Prepare a display of our means of transportation.
		c. Analyze the problems faced by local people as a result of world issues.
		d. Analyze the causes of death and injury in our state and nation.
	10-12	a. Discuss the present world situation and the policies being followed by our government.
		b. Study the civil liberties and basic tenets of our government in relation to other nations.
		c. Show through a study of world history the rise and decline of earlier civilizations through wartime activity.
		d. Study the problems of civilian protection faced by other nations and earlier civilizations.
		e. Develop an understanding of the cultural patterns of other nations of the world.
		f. Study the geography of the world and its effects on people and world issues.
		g. Analyze the materials used in a community which are secured from other parts of the world.

OBJECTIVES AND CLASSROOM ACTIVITIES
(continued)

Objective	Grade Level	Classroom Activities
	10-12	h. Identify the forces working for and against world peace both within the nation and in the world at large.
		i. Develop understanding of fact that war is by no means the only source of disasters for which we prepare.
		j. Compare technological development of our country with our social and political development.
		k. Discuss civil defense activities in Europe and in Russia. Point out the mandatory requirements compared to our volunteer efforts.

Testing the Plan

The most important question to ask about a school disaster plan is, "Will the plan work?" The plan should be tested under the varying conditions of any emergency that is likely to occur in the community. Because time is of essence in disasters, particular attention should be given to the effectiveness of dispersal plans in regard to the time it takes students to reach their homes, neighbors' homes, or school shelters.

Experience has shown that it is necessary to hold periodic exercises, either district-wide or by individual schools, to test emergency plans under simulated disaster conditions. These should be conducted in most cases once each year, depending on grade level, experience gained from previous exercise, and efficiency of the operation. This may be done during the latter part of the day, with students being sent home or held in school, according to the school plan and particular emergency being tested. Where this has been tried, practical solutions to "hitches" in the plan have been found. Emergency exercises are a very effective way to develop a sound plan which will work when it is needed.

Approving the Plan by the Board of Education

After the school disaster plan has been devised and tested, its approval should be recorded in the Board of Education minutes.

Publicizing the Plan

The school disaster plan should be published, distributed, and discussed with the school staff, pupils, and parents, and their support enlisted for its use and effectiveness.

Staff meetings should be held and members briefed. Classroom instruction sessions should be held and the students instructed in their duties and actions in emergency situations.

Parents can be given the information needed by sending material home with children, report card enclosures, discussions at parent-teachers meetings, articles written for school and local newspapers, and radio and television broadcasts.

Reviewing the Plan

The entire school disaster plan should be reviewed regularly for improvements and to involve and train personnel new to the district. A detailed review should be made once each year for all persons participating in the emergency operations.

DISTRICT BOARD OF EDUCATION RESOLUTION

A RESOLUTION PROVIDING FOR SCHOOL DISASTER SURVIVAL PLANNING

WHEREAS: It is the responsibility of schools to provide information and training for the adults and students of the community in accord with the federal, state, and local laws, and

WHEREAS: It is the responsibility of schools to provide adequate training in self-protection and survival techniques for pupils enrolled in school, and

WHEREAS: It is the responsibility of schools to cooperate with the local government in developing and carrying out a community disaster plan, and

WHEREAS: It is the responsibility of the school to develop a school disaster plan that will provide as much protection as possible for the children at school and on their way to and from school, and

WHEREAS: It is the responsibility of the school to provide the necessary training and instruction so that the school disaster plan may be carried out with the greatest possible speed and safety.

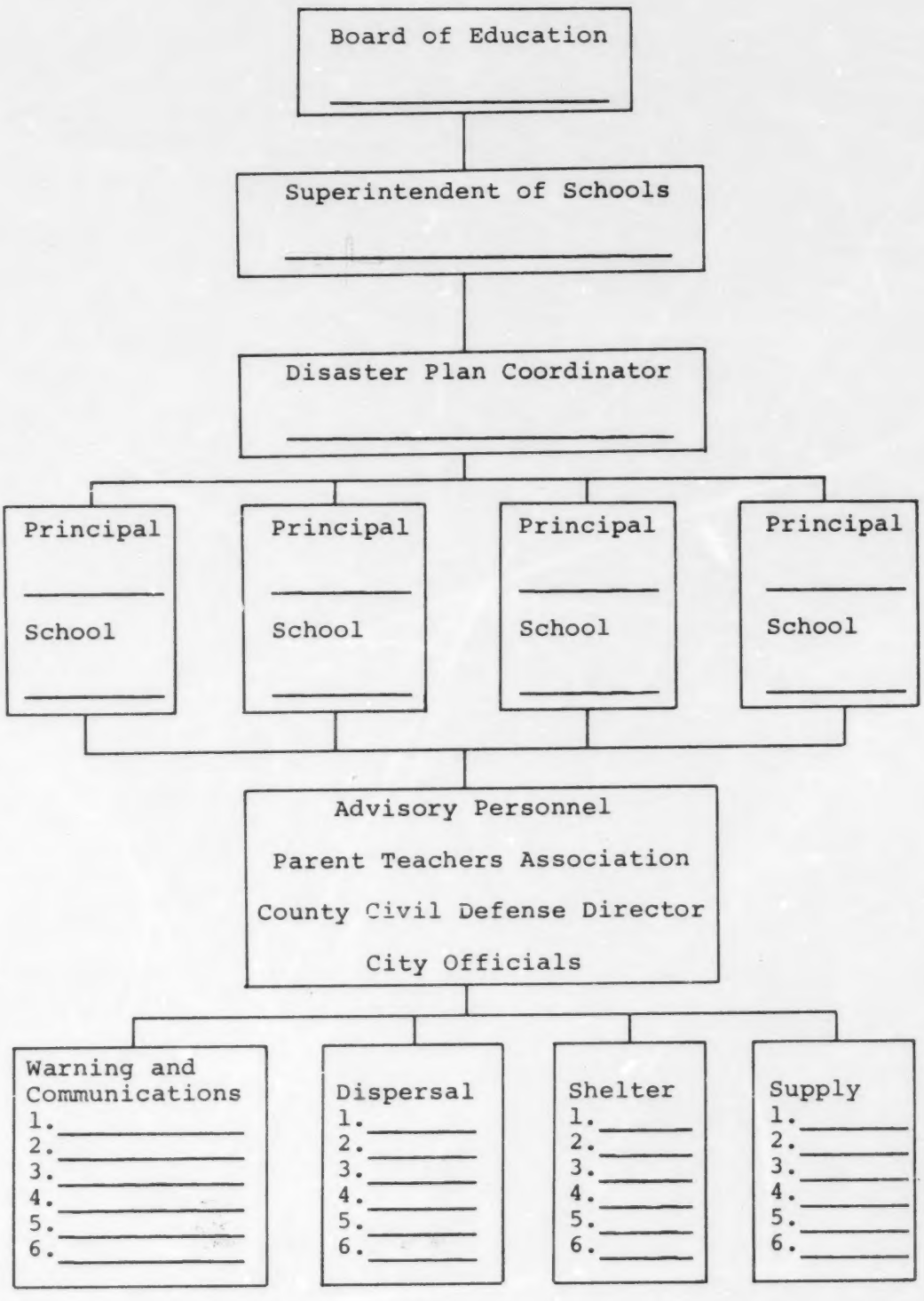
THEREFORE: Be it Resolved, By the Board of Education of the _____ School District No. ____, _____, Oregon that the Local School Superintendent be explicitly assigned the responsibility of developing a school program for school emergencies and to coordinate its various aspects.

Signed: _____
Board of Education Chairman

Signed: _____
Board of Education Clerk

Date: _____

ASSIGNMENT OF SCHOOL PERSONNEL



INVENTORY OF FACILITIES FOR SCHOOL DISASTER PLAN

The inventory of facilities should take into account that the school may be used as emergency shelter for victims of all types of natural or man-made disasters.

A. Physical plant:

_____ School is located at _____.

The National (or local) Fallout Shelter Survey determined that there are _____ approved shelter spaces. Civil defense survival supplies for _____ people are stored at the school.

B. Population:

1. _____ Students
   a. _____ Walking students (students less than 15 minutes walking time from home)
   b. _____ Bus students
2. _____ Professional staff
3. _____ Non professional staff
4. _____ Total population

C. Transportation:

1. _____ Buses used to transport students
   a. _____ District-owned buses _____ Capacity
   b. _____ Contract buses _____ Capacity
   c. _____ Time required to complete transport operation
2. _____ Buses available immediately _____ Capacity
3. _____ Cars _____ Capacity

D. Protective areas other than those designated by National Fallout Survey: (This will include those areas where temporary shelter from blast, thermal radiation, light flash, and flying glass may be obtained.)

	Area	Capacity	Room Assignment
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

E. Average inventory and location of stored supplies other than civil defense supplies:

1. Food _____
2. Water (includes trapped water such as in water heaters)

   _____
3. Medical _____
4. Sanitary _____

F. Shelter areas:

1. _____ areas designated by National Fallout Shelter
2. _____ capacity of shelters

G. List others:

1. Hand tools
2. Emergency lighting
3. Communications equipment
4. Recreational items
5. Water hoses

BOMB THREAT BY PHONE

CHECK LIST

Time call received _____ Time call terminated _____

Exact words of caller _____

_____

_____

QUESTIONS TO ASK

(Be calm, delay caller, ask to have message repeated.)

Time that bomb is set to explode _____

Where it is located? Floor _____ Area _____

What kind of bomb? _____

Description of bomb? _____

Why was it placed? _____

DESCRIPTION OF VOICE

Male _____ Female _____ Calm _____ Frightened _____

Young _____ Middle-aged _____ Old _____

Accent _____ Slang _____ Educated _____

Background noise (type of noise) _____

Additional information _____

_____

_____

_____

Signature of person receiving call

QUESTIONNAIRE TO DETERMINE IF PARENTS DESIRE THEIR CHILDREN KEPT AT SCHOOL

Dear Parent:

Please complete and return this questionnaire at your earliest convenience. The information is needed to determine whether your child should be sent home, to a neighbor's home, or remain in the custody of the school in event of a natural or nuclear disaster.

Your child will be sent home only if warning is received in time to permit him to reach home before being exposed to danger.

Cordially,

_____
Superintendent of Schools

QUESTIONNAIRE

1. Child's Name _____
   Last First
2. Child's Address _____
3. When safe to do so, I desire that my child be sent home upon dispersal from school . . . . . _____
4. When safe to do so, I desire that my child be sent to my neighbor's home . . . . . _____

   Neighbor's Name _____

   Neighbor's Address _____ Phone _____
5. I desire to have my child remain in the custody of the school faculty . . . . . _____

_____
Signature of Parent or Guardian

If you have checked No. 4 and desire to have a neighbor take care of your child under these conditions, please sign the statement below.

I have elected to have my child proceed to the home of a neighbor during a disaster emergency. I have made my child aware of this arrangement and _____ agrees to the responsibility. (Neighbor's Name)

_____
Signature of Parent or Guardian

LETTER TO PARENTS OF CHILDREN KEPT AT SCHOOL

Dear Parent:

You indicated on the questionnaire you recently completed and returned to the school that you desire your child to remain in the custody of the school faculty in the event of danger from a nuclear or natural disaster.

The custody of your child will remain with the school faculty as long as he is at school. Your child will be in the care of the Shelter Manager during the time, if any, he is in a public fallout shelter.

Under the conditions of a nuclear disaster, you would not be reunited with your child until the emergency has passed and the fallout radiation levels had reduced sufficiently to permit your child to be returned to your home.

Do not hesitate to advise us if you have any questions concerning the plan.

Cordially,

Superintendent of Schools

LETTER TO PARENTS OF CHILDREN SENT HOME

Dear Parent:

You indicated on the letter you recently completed and returned to the school that you desire your child be sent home in the event of danger from a nuclear or natural disaster.

Our previous correspondence indicated your child will be sent home only if warning is received in time for him to arrive there before being exposed to danger.

If warning is not received in time for us to comply with your request, your child will remain in the custody of the school faculty as long as he is at school. He would be in the care of the Shelter Manager during the time, if any, he is in a public fallout shelter.

Under the conditions of a nuclear disaster, you would not be reunited with your child until the emergency has passed and the fallout radiation levels had reduced sufficiently to permit your child to be returned to your home.

Do not hesitate to advise us if you have questions concerning the plan.

Cordially,

Superintendent of Schools

LETTER TO PARENTS OF CHILDREN SENT TO NEIGHBORS' HOMES

Dear Parent:

You indicated on the questionnaire you recently completed and returned to the school that you desire your child to be sent to your neighbor's home in the event of danger from a nuclear or natural disaster.

Our previous correspondence indicated your child will be sent to your neighbor's home only if warning is received in time, in our judgment, for him to arrive there before being exposed to danger.

It is very important that your child be aware of this arrangement and that your neighbor has agreed to assume the responsibility.

If warning is not received in time for us to comply with your request, your child will remain in the custody of the school faculty as long as he is at school. He would be in the care of the Shelter Manager during the time, if any, he is in a public fallout shelter.

Under the conditions of a nuclear disaster and your child is kept in school, you would not be reunited with your child until the emergency has passed and the fallout radiation levels had reduced sufficiently to permit your child to be returned to your home.

Do not hesitate to advise us if you have questions concerning the plan.

Cordially,

Superintendent of Schools

PARENT PERMISSION FOR SCHOOL TRIPS

Dear Parent:

During the school year, your child may be taking a number of trips to places of interest as a part of the planned educational program of this school. Some of these places may be within walking distance of the school and some will require transportation. When out-of-district trips are planned, you will be notified in advance. To include your child in these trips, we will need your permission. Will you please fill in the form at the bottom of the page and return it to your school.

_____
Principal

_____
School

In order for my child, a minor, to take part in and receive the advantages of a program planned and sponsored by _____ School District No. ___, _____County, Oregon, I am permitting him/her to make any or all of the trips included in the planned program of the school. Transportation may be provided in such form and at the discretion of the school district, as approved by the Superintendent.

In case of the willful disobedience of my child, I release School District No. ___ and its employees from responsibility for his or her safety, and waive all claims of any kind arising out of the trip(s) taken as here provided. I also authorize School District No. ___ and its employees to secure the services of a physician or hospital, and to incur the expenses for necessary services in the event of accident or illness, and I will provide for the payment of these costs.

I understand that the permission granted above does not release School District No. ___ or its employees where gross negligence is established.

_____ has my permission to go on the school-
(Name of Child) planned trips.

Signed _____ Date _____
(Parent/Guardian)

_____
(Address)

STATEMENT OF THE LOCAL BOARD OF EDUCATION ON SCHOOL DISTURBANCES

Students have a right to an education and this district intends to protect that right through the maintenance of an uninterrupted educational program. Disorder and disruption of the school process will not be tolerated and persons attempting such actions will be held accountable. All necessary steps will be taken to protect students, district personnel, and property.

It is the policy of the board of education to ask the assistance of the police department and uniformed police will be present when and where necessary to insure the safety and welfare of each student at school. Students involved in school disruptions, vandalism, violence, or other illegal acts will be subject to suspension, expulsion from school.

The board of education asks that each student, each teacher, and each parent assume personal responsibility for encouraging sober civil relationships so that young men and women may pursue their education and develop the knowledge, understanding, and tolerance necessary in today's society.

/s/
Chairman
Board of Education
School District No.

CHECKLIST OF STEPS TO FOLLOW WHEN DEVELOPING A SCHOOL EMERGENCY PLAN

The following checklist is designed primarily to help you reveal gaps as your school disaster plan is in progress.

	Yes
1. Obtain a resolution from the local board of education.	_____
2. Appoint a school district disaster coordinator.	_____
3. Contact advisory personnel regarding development of plan.	_____
4. Correlate plan progress with local emergency operations plan.	_____
5. Compile information for plan into a written document.	_____
6. Review plan with local officials (civil defense, police, others).	_____
7. Obtain legal advice concerning the status of school personnel and property in the event of disaster.	_____
8. Present plan to board of education for approval.	_____
9. Notify parents of plan.	_____
10. Conduct drills as outlined in school disaster plans.	_____
a. Drills on building evacuation.	_____
b. Drills on moving personnel to shelter area.	_____
11. Evaluate drills for efficiency.	_____
12. Evaluate warning system when used in drills.	_____
13. Train teachers in disaster preparedness classes.	_____
14. Integrate emergency training into curriculum.	_____